DOCUMENT RESUME

ED 151 453 UD 017 967

TITLE	A Moderately Challenging Social Interaction Unit, Culture. Junior High Innerchange 26.
INSTITUTION	Human Development Training Inst., La Mesa, Calif.
PUB DATE	77
NOTE	18p.; Not available in hard copy due to author's restriction; For a related document see UD 017 968 ; May reproduce poorly due to paper color
AVAILABLE FROM	Human Development Training Institute, 7574 University Avenue, La Mesa, California 92041
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Activity Units; *Cross Cultural Training; *Cultural Activities; Cultural Awareness; Ethnicity; *Group Activities; *Instructional Materials; Junior High Schools
IDENTIFIERS	*Multicultural Education

ABSTRACT

This learning unit on culture is one of a series of instructional materials for junior high school students. In the preliminary experience sheet, aimed at introducing students to the concept of culture, cultural heritage, identity, conflict, and diversity are discussed briefly. In separate outlines of group circle sessions and learning activities, guidelines are offered for teachers presenting this unit. Circle session topics include: "a member of cultural group whom I admire," "an artistic expression of my culture that I like," "a special occasion or holiday which relates to my culture," "something I like that is part of another culture," and "something I like about myself that is part of me because of my culture." Additional supporting activities for the unit include written reports on students' cultural identities, an intercultural dinner, and an activity for music appreciation and discussion. For each circle session and activity, a description, objectives, time and materials needed, and suggestions for teachers presenting the unit are offered. Additional topics for activities and a list of references and resources are also included. (GC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Human Development Training Institute
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

ED151453

A Moderately Challenging Social Interaction Unit

26 Culture

"The best part of you is who you are inside."

In this unit the students will have an opportunity, through the circle sessions and supporting activities, to gain a deeper appreciation for their own culture and other cultures. The unit emphasizes the ways people are influenced by cultural traditions, values, and beliefs. Cultural differences are noted at the same time common human feelings are focused upon. By sharing the positive aspects of their cultures with each other the students will probably begin to see new depths in one another. It is from this kind of sharing that real self-respect and respect for others can develop.

Overall objectives:
to provide students with an opportunity to—
- —learn to identify the factors and experiences unique to their culture which influence their lives
- —be able to understand better how their culture fits into the community where they live
- —become more aware of the unique characteristics of other cultures

Circle sessions:

"A Member of My Cultural Group Whom I Admire" 26a
"An Artistic Expression of My Culture That I Like" 26b
"A Special Occasion or Holiday Which Relates to My Culture That I Appreciate" 26c
"Something I Like That Is a Part of Another Culture" 26d
"Something I Like About Myself That Is a Part of Me Because of My Culture" 26e

Supporting activities:

"My Cultural Identity" —written report and discussion 26f
"Intercultural Dinner" — a group activity involving cooking, eating, decorating, and dressing up 26g
"The Sounds of Our Cultures" — music appreciation and discussion 26h

Notes:

A good opener for this unit is the introduction of the first supporting activity. The *Innerchange Experience Sheets* for this unit are called "Culturally Speaking You Are Interesting!" They are available for reproduction in the *Innerchange Experiences* book or may be ordered in sets of 40 from Human Development Training Institute.

It is recommended that you distribute the *Innerchange Experience Sheets* the day you begin this unit.

The circle sessions are arranged in a suggested sequence. However, you may intersperse supporting activities between circle sessions as you see fit.

UD017967

Copyright © 1977 Human Development Training Institute

"A Member of My Cultural Group Whom I Admire"

Culture
An Innerchange Circle Session **26a**

Objective:

to give students an opportunity to explore the values, attitudes, and beliefs of their own culture by focusing specifically on one person who, while being an individual, at the same time represents the culture. Through a discussion of this nature it is likely that the students will also become more aware of how they may be influenced by another person as a model.

Stating the topic:

"In this first circle session in the unit on *Culture* we're going to talk about people, members of our cultures, who are important to us in some way. The topic is '*A Member of My Cultural Group Whom I Admire.*'

"Think of someone whom you admire and respect from your same general cultural group. S/he does not need to be someone famous. S/he can be someone older than you, your same age or even younger. It's possible, too, that you may not even know her/him very well. It could be that this person's life-style fits your image of a good way to live. Maybe something about his/her personality stands out in your mind. Or it could be that this is a well-known, famous person who stands for things you believe in, too.

"One reason this may be a valuable session for you is that you may not have given much thought before to how a member of your culture can influence your life. So think about what makes you look up to someone of your own culture. The topic is '*A Member of My Cultural Group Whom I Admire.*'"

Optional discussion question:

1. "When you think of this person, what first comes into your mind?"

Cognitive summary (final 2-8 minutes):

1. "Did you notice any similarities in the people we mentioned? If so, what were they?"
2. "Do you think most people try most of the time to be like people from their same cultural group? Why or why not?"
3. "Is it okay to try to be like people who are not members of your own cultural group?"

Copyright © 1977 Human Development Training Institute

"An Artisitic Expression of My Culture That I Like"

Culture
An Innerchange Circle Session **26b**

Objective:

to allow students to focus on and share various artistic expressions of their cultures that they enjoy

Stating the topic:

"Today our session is about enjoyable things in our cultures. The topic is *'An Artistic Expression of My Culture That I Like.'* Can you think of expressions of the culture you identify with most, like music or drama or art, that you like? You can tell about something that is typically American or something that is definitely part of the culture or national origin of your parents or grandparents.

"Perhaps there is a certain kind of music or song you love to hear that you feel in some ways is a part of you and the kind of life you live. Or perhaps members of your culture have created certain designs in arts and crafts that you like very much, like murals, rugs, sculptures, paintings, or architectural designs (the plans for buildings and other structures). Maybe a certain kind of drama or another form of communication that is part of your culture comes to your mind. Perhaps the writings (stories, plays, legends or poems and other kinds of literature) are what you particularly like.

"Let's take a minute to think about this, and when you feel ready let's talk about it. The topic is *'An Artistic Expression of My Culture That I Like.'* "

Optional discussion questions:

1. "Have you ever (danced to that kind of music)?"
2. "How do you feel inside (when you hear it)?"

Cognitive summary (final 2-8 minutes):

1. "Did you notice any similarities in the way most or all of us feel about these expressions of our cultures?"
2. "Do these kinds of expressions of a culture cause people in the culture to feel certain ways about themselves and each other?"

FOR YOUR NOTES:

 Copyright © 1977 Human Development Training Institute

"A Special Occasion or Holiday Which Relates to My Culture That I Appreciate"

Culture
An Innerchange Circle Session **26c**

Objectives:

to allow the students to focus on traditional events that are significant to them in some way. Through this process it is likely that their awareness of the role of tradition in their lives will be increased. It is also likely that they will learn more about the rites of passage and holidays that are important to their peers from other cultures.

Stating the topic:

"In today's circle session we're going to talk about something you've experienced in the past that belongs to your culture. The topic is '*A Special Occasion or Holiday Which Relates to My Culture That I Appreciate.*' Some special occasions are called 'rites of passage'. The words 'rites of passage' relate to significant events like a christening for a baby, or a baptism, a bar mitzvah, a wedding, or a funeral. These are times that mark a person's passage from one stage in his or her life to another. Not every event of this nature is enjoyable, of course, especially if it surrounds the death of a loved one, but a funeral is still appreciated by many people because the rituals offer a kind of comfort.

"Many of the values and attitudes handed down from one generation to another last a long time because they are a traditional part of a certain way of life; they stand for something treasured. Examples may be the Fourth of July for any citizen of the United States and Cinco de Mayo for Mexican-Americans (or Chicanos). Other examples are holidays like Halloween, Easter, or Passover. Take a moment to think of a special occasion that relates to your culture—a rite of passage or a holiday—that you particularly enjoy or appreciate. The topic is '*A Special Occasion or Holiday Which Relates to My Culture That I Appreciate.*' "

Optional discussion question:

1. "What is the thing (or things) that you enjoy or appreciate the most about this event?"

Cognitive summary (final 2-8 minutes):

1. "What do holidays and special times like rites of passage do for people?"
2. "In this session did you hear about some ways in which some or all of us are still very much influenced by our ancestors?"
3. "How do you feel about doing certain traditional things your ancestors did?"

 Copyright © 1977 Human Development Training Institute

"Something I Like That Is a Part of Another Culture"

Culture
An Innerchange Circle Session

26d

Objective:

to allow the students to focus on specific contributions of cultures other than their own to our society

Stating the topic:

"In today's session we are going to focus on things we appreciate that are cultural ideas of thing but not of our own cultures. The topic is '*Something I Like That Is a Part of Another Culture.*' Maybe for you it's the music, a dance, the sound of the language, or some art work of another culture. The food from different cultures is enjoyable to many people. There are lots of businesses in our country that thrive by making things from other countries available to people in this country.

"Then, too, there are certain customs or holidays or beliefs that go along with certain cultures that you might like or appreciate. Maybe it's just the feeling you get from the culture.

"If you'd like to share, describe the thing that impresses you and tell about any special feelings that go along with it. The topic is '*Something I Like That Is a Part of Another Culture.*' "

Optional discussion question:

1. "Is this something you have experienced often?"

Cognitive summary (final 2-8 minutes):

1. "Did you notice any similarities in the types of things from other cultures that appeal to members of the group?"
2. "Did anyone have any special feelings when, or if, someone mentioned something they like that is part of your culture?"
3. "What did you notice or learn in this session that you would like to mention?"

Note:

This is a good topic to discuss immediately following the second supporting activity, the intercultural dinner(26g).

FOR YOUR NOTES:

 Copyright © 1977 Human Development Training Institute

"Something I Like About Myself That Is a Part of Me Because of My Culture"

Culture
An Innerchange Circle Session **26e**

Objective:
to allow students to take pride openly in their cultures and themselves as members and products of their cultures

Stating the topic:
"Today's topic is *'Something I Like About Myself That Is a Part of Me Because of My Culture.'* This may seem like a tough topic because it's often hard for people to say nice things about themselves, but in this session you are encouraged to do so. Here you have a chance to brag a little about some really nice things concerning you and your culture.

"Take some time to think of how you are an individual because of ways your culture has influenced you. Maybe it's been in your choice of clothes, appearance, life-style, the way you talk or dance. Maybe you're bilingual and pleased and proud of that. Perhaps your thing to tell about will be something deeper: for example, your personality or your character, and how your culture has affected you in these ways. Let's take a minute to think about this and then, if you will, tell us your thoughts. The topic for today's circle session is *'Something I Like About Myself That Is a Part of Me Because of My Culture.'* "

Optional discussion question:
1. "Would you describe it to us (for example, a type of dancing)?"

Cognitive summary (final 2-8 minutes):
1. "Did you learn something new about someone during this session?"
2. "We were proud of different things, but did you notice any similarities in the way we felt?"
3. "How important do you think cultural influences are in our lives?"

Note:
Since this is a challenging topic be sure to announce it ahead of time.

FOR YOUR NOTES:

 Copyright © 1977 Human Development Training Institute

"My Cultural Identity"

Culture
An Innerchange Supporting Activity **26f**

A Written Report

This activity relates to *Social Studies, Health Education, Home Economics, Communication* and *English Language Arts.*

Description:

The students conduct research, utilizing reference materials and interview techniques, to learn about certain aspects of their cultural heritage. Their principal source of information should be family members. The activity culminates with students sharing in dyads what they have learned.

Objectives:

to allow the students to become more aware of their own cultural histories. The process will be likely to enable them to clarify some of their own values and identity which originate with cultural influences. They may also identify and explore inner cultural conflicts that may be a part of their lives.

Time needed:

one class period for clarifying the assignment and reading the *Innerchange Experience Sheets;* one to two weeks outside of class for conducting research and writing reports; and 15-20 minutes for dyad discussions

Materials needed:

the *Innerchange Experience Sheets* entitled "Culturally Speaking, You Are Interesting"; reference and writing materials

Procedure:

Ask the students to select one or more of the countries where their ancestors were born, or the country of their own citizenship, and prepare a report about the culture of that country (language, religion, art, music, dances, customs, holidays, etc.). Encourage them to use available reference materials in the library, and *most importantly,* information they receive from their parents, grandparents and other relatives through interviews.

Since the topic area is broad, explain to the students that they may focus their research on one or two aspects of the culture, such as customs and holidays, or music and art.

Encourage the students to collect and bring to class such items as books, clothing, art, records, tapes, etc., that relate to their reports. Make bulletin board space available to them for displays.

Ask them to write something in their

—continued over

 Copyright © 1977 Human Development Training Institute

"My Cultural Identity"

continued

report about: (1) how these cultural influences may be present in some form in their lives today; and (2) how, at times, they may be aware of being pulled in two or more different directions by cultural influences that do not agree and how they feel at these times.

After you have given the assignment, distribute the *Innerchange Experience Sheets* entitled "Culturally Speaking, You Are Interesting", which are likely to give them some ideas relating to their reports. Ask the students to read the experience sheets during the rest of the class period.

Conclusion:

With the students' permission make copies of their reports available to their fellow students for perusal.

Ask them to form dyads on a voluntary basis to discuss the things they learned about their cultural histories.

Students who do not wish to participate in the dyads may read other students' reports or do some other assignment.

FOR YOUR NOTES:

Copyright © 1977 Human Development Training Institute

"Intercultural Dinner"

Culture
An Innerchange Supporting Activity **26g**

A Group Project

This activity relates to *Social Studies, Home Economics, Health Education, Drama, Art, Music, Communication* and *English Language Arts.*

Description:

With the teacher's guidance the students undertake responsibility for planning and carrying out a dinner to which they bring samples of foods characteristic of their cultures. After the dinner the students share their receipes with one another.

Objective:

to give the students an opportunity to learn more experientially about the cultures of their peers by becoming involved in a variety of activities related to meal preparation and dining together

Time needed:

depends on procedure you elect to follow (see below)

Materials needed:

recipes, foods of different cultures, materials necessary for preparing and serving a meal, and optional decorations

Procedure:

Before embarking on this activity enlist the support and commitment of the students.

Explain to them that they may plan and carry out a pot-luck type of dinner to which they will bring foods that represent their cultures or the cultural traditions of their ancestors. If the students indicate willingness to make the arrangements and participate in the occasion, proceed.

Begin by setting up a committee to meet with you during class or after school Decisions should be made by the committee regarding:

1. *Time and place for the dinner:* during school or evening hours, or in another place such as a student's home, a church, or other setting
2. *Who should participate:* students only, families, and/or friends of students, and whether or not there should be a limit of family and/or friends per student?
3. *Type of food:* cold dishes, or foods that will need to be reheated or finished at the place of the dinner just before it begins? Should students sign a sheet prior to the dinner indicating what kind of food they will bring, or should the food brought be a surprise?

—continued over

Copyright © 1977 Human Development Training Institute

How many people should each dish serve?

4. *Decorations:* should there be decorations reflecting the cultures of the students, and if so, who should be responsible for them?
5. *Apparel:* should the students dress in clothes that reflect their cultures and the nationalities of their ancestors?
6. *Entertainment:* should some of the students contribute by entertaining the people at the dinner with dramatizations, music, songs, and dances that reflect their native cultures?
7. *Publicity:* what procedures should be followed for getting the word out to all of the class members regarding the details for the dinner?

Decisions made by the committee *may* lead to the formulation of the following other committees:

1. *Arranging for the site:* if the dinner is not held at school during class time, arrangements will need to be made by you or a student.
2. *Food sign-up:* one or more persons will need to see each class member regarding food s/he will bring.
3. *Decorations:* this group will plan and carry out the decorating.
4. *Entertainment:* this group will be responsible for enlisting themselves and/or fellow students to provide several different types of entertainment.
5. *Publicity:* one or more persons will need to prepare a flyer and possibly posters announcing the dinner and stating the time, place, etc.

Follow-up:

Hold a class discussion by asking the class to share their impressions of the dinner.

Ask the students to write down the recipe for the dish they brought to the dinner. Below the recipe ask them to state in writing whether or not this dish is commonly served to celebrate a certain holiday or rite of passage. After editing these copies with your assistance, allow them to rewrite the recipes carefully on ditto masters. Reproduce the copies and distribute them to all of the class members.

FOR YOUR NOTES:

Copyright © 1977 Human Development Training Institute

"The Sounds of Our Cultures"

Culture
An Innerchange Supporting Activity **26h**

Music Appreciation and Discussion

This activity relates to *Social Studies, Music* and *Communication.*

Description:

As a class the students listen to and discuss a variety of musical selections representative of their own cultural backgrounds. A general follow-up discussion culminates the activity.

Time needed:

one to three class periods

Materials needed:

records and tapes illustrating music of various cultures; and other audio-visual materials, such as a wide variety of modern and primitive musical instruments

Procedure:

With the assistance of the students, acquire musical renditions (as many classics as possible) that represent the cultures of the students in the class. Ideally several different types of music from each culture should be played so that students may experience diversity within cultures.

After listening to each musical selection in class, conduct a brief discussion, as follows:

1. "With what kind of occasion do you think this music goes?"
2. "What do you think the composer or lyricist was trying to say (if anything)?"
3. "How did the music cause you to feel?"

Conclusion:

List the names of the cultures represented by the musical selections on the board. Stress the variety within each culture. The following general questions may be helpful:

1. "What instruments are unique to the music of this culture?"
2. "Are certain rhythms characteristic of the music?"
3. "In what ways has the music of this culture influenced American music?"

Embellishments:

Ask the students to bring in other favorite musical selections that are representative of their cultures. Discuss each one after it is played.

Encourage the students to express their feeling reactions artistically to the music while it is being played by using art media or writing.

 Copyright © 1977 Human Development Training Institute

Additional Topics:

"Something I Have That Once Belonged to Another Person in the Family"
"When I Found Myself in an Unfamiliar Cultural Setting"
"A Time I Respected Someone Else's Cultural Differences"
"A Time I Didn't Understand Someone's Cultural Differences"
"A Time When I Couldn't Decide Which Cultural Influences to Follow"
"When I Was Involved in a Cultural Conflict (Within Myself or Between People)"

References:

Bravler, Eleanor, and Jacobs, Lou, Jr. *Teen-Agers Inside Out*. New York: Washington Square Press, 1974.

Brown, Ina Corrine. *Understanding Other Cultures*. Inglewood Cliffs, New Jersey: Prentice Hall, 1963.

Keen, Sam, and Fox, A.V. *Telling Your Story: A Guide to Who You Are and Who You Can Be*. New American Library, 1974.

Leon, Vicki. "Thriving on Ethnic Differences" *Learning*. February 1976.

Lepman, Jella. *How Children See Our World*. Avon/Equinox, 1975.

Resources:

Ethnic Cultural Heritage Program. *Rainbow Activities*. Seattle: Seattle Public School District No. 1, 1975. (These are elementary materials, which can be adapted to older students).

Simon, Sidney, et al. *Values Clarification*. New York: Hart Publishing Company, 1972.

Wigginton, Eliot (ed. and author of the introduction). *The Foxfire Book*. Garden City, New York: Anchor Books, 1972.

_____.(ed.) *Foxfire 2*. Garden City, New York: Anchor Books, 1973.

_____.(ed.) *Foxfire 3*. Garden City, New York: Anchor Books, 1975.

A wide variety of student literature is available in most libraries about adolescents from varying cultural groups, such as *Bless Me, Ultima* by Rodolfo A. Anaya, *Raisin in the Sun* (a play) by Lorraine Hansberry, *The Diary of Anne Frank* by Frances Goodrich, and *I Am Joaquin* by Rodolfo Gonzales. These may be read by students who read well.

"Culturally Speaking, You Are Interesting!"

Innerchange Experience Sheets 26

...MOM ASKED IF YOU WANT TO STAY FOR DINNER?
OUR FAMILY'S MEALS ARE VERY FAITHFUL TO OUR HERITAGE.
...WE'RE HAVING SPAGHETTI TACOS WITH SAUERKRAUT...

What's the difference between human beings and all the other animals?

One answer to this question is that human beings are creatures with cultures.

Did you realize that you are a creature with a culture?

It's true!

—the language you speak
—your religion
—the music you're used to hearing
—the dances you've learned
—the food you usually eat
—the way you dress
—the way you spend your time and your money
—the things that look good and bad to you
—the customs, holidays, and ceremonies your family has
—the kinds of relationships you have with other people
—the things that are important to you
—the things that you see as being right or wrong

All of these things are influenced by your culture. They are part of you because of your culture.

Other things influence you, too. Where you live, how much money you have and whether you are male or female are other

These *Innerchange Experience Sheets* coordinate with Unit 26, *Culture*.

Copyright ©1977 Human Development Training Institute

influences. But the culture you've been born into has a lot to do with who you are. Your friends are also who they are partly because of their cultures.

Most of the time people don't know they are part of a culture until they are some place different from what they are used to. Have you ever gone to a new place and suddenly felt uncomfortable in your strange surrroundings? When this happens it's called culture shock. Can you remember a time when this happened to you? Write about it here.

(If you need more room, use the back of this paper or another sheet.)

Everyone has a culture—everyone is different.

How would you answer this question: "What is the name of your culture?"

As you look around at other people you may notice that they behave differently than you do. Often this is because you have had different things happen to you because of your culture. People in various groups often look at people in other groups as "different." Some of these groups have to do with sex, age, physical size, education, religion, race and ethnicity.

Sometimes people think that White (or Caucasian) American culture (which is really a collection of cultures) is the way to be. They think this because more people belong in it. It's important to remember that most does not always mean best. The White American culture is not **the** way to be. It's **a** way to be, just like any other culture.

Cultural conflict:

Have you ever had two or more forces pulling on you at the same time? Very often conflicts like this come from cultural influences. One side of your culture says one thing and another doesn't agree. This causes conflicts inside you.

Here's an example:

Harry had saved almost $100. He earned most of it himself, doing work for some of his neighbors. One of Harry's parents wanted him to save the money for college. Instead he bought a guitar. This upset one parent but delighted the other.

Harry's parents had different cultural backgrounds. One thought education was much more important than learning to play the guitar. The other parent valued education, but was very fond of guitar music. To this parent buying the guitar was the best thing to do with the money. Before Harry bought the guitar, he felt torn apart. Finally, he ended up doing what he wanted most.

Can you think of a time when two

Copyright©1977 Human Development Training Institute

different cultural pulls were tugging on you? Here's a space to write about it:

Another kind of cultural conflict occurs *between* people.

After Harry bought the guitar, his parents had a disagreement. One parent said he had blown his money on a useless thing when he could have saved it for something valuable—his education. Harry's other parent said, "What's more valuable than doing what you love to do? Harry loves music, He's going to learn how to play the guitar. It's wonderful!"

Have you ever gotten into a cultural conflict with someone else? Here's a space to write about what happened and how you felt.

Conflicts occur because of cultural differences, but differences can be interesting!

So you're different, so what?

Your differences just make you special and unique.

One of the hang-ups people get into about culture is that they make judgments. And very often the main judgment goes like this, "Your ways are different from mine; therefore, there's something wrong with your ways, and there's something wrong with you."

Usually people are not aware that they think thoughts like this. They think them without realizing they're thinking them.

This kind of unaware thinking has led to a lot of problems between people of different cultures. Many people miss out on enjoying other people and other ways of experiencing life because they are afraid of differentness. A student once put it this way:

"Different doesn't mean bad or good
Or right or wrong.
It just means different!"

Culturally speaking, you are interesting!

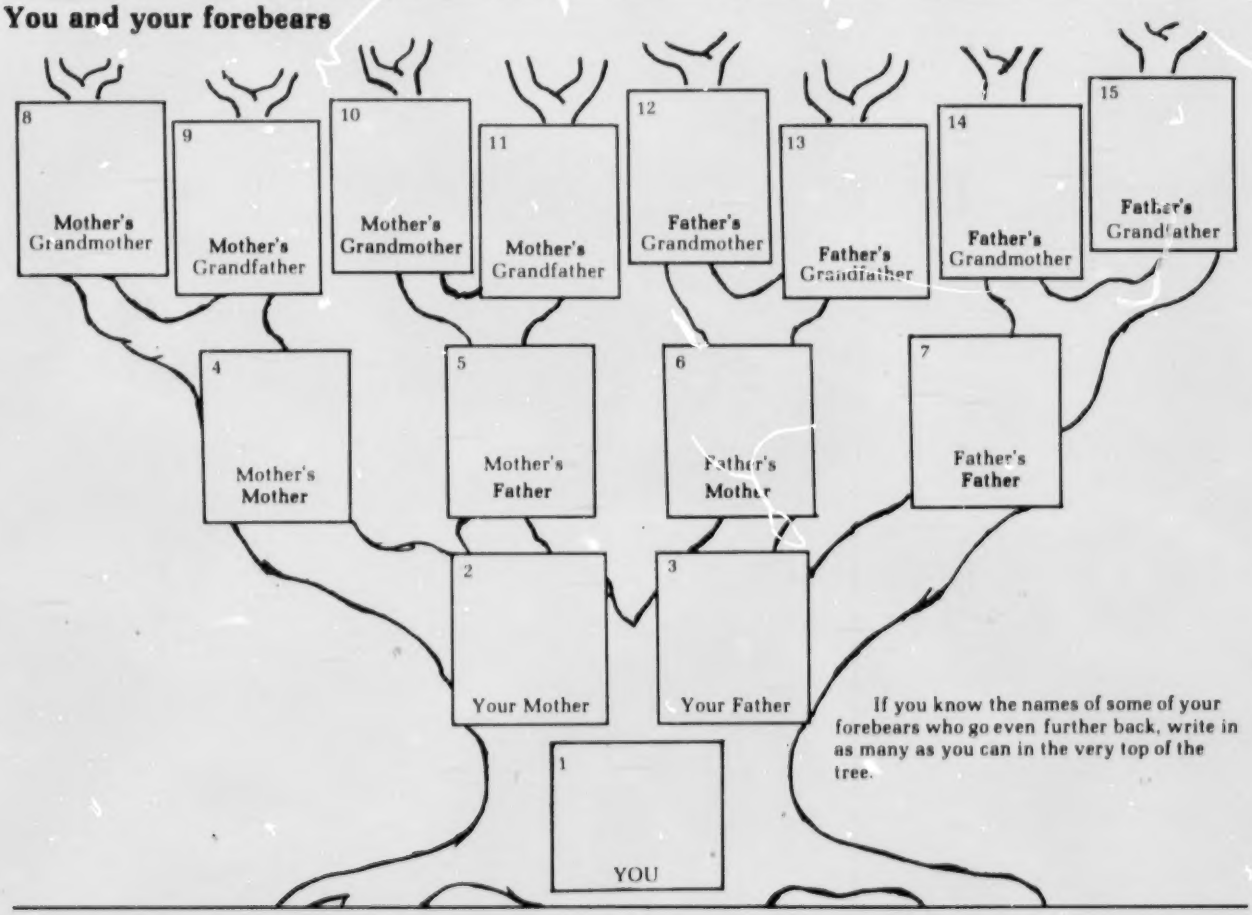
You are an example of someone who's culturally different and special in your own way. You can explore who you are culturally by doing the activities that follow.

Copyright ©1977 Human Development Training Institute

Begin by taking a look at your roots. Try filling in as many names as you know in the blanks on the family tree. If you were adopted it doesn't matter. Just fill in the names of your adopted parents and their parents and so on. Culture is something we learn; we aren't born with it.

Next, look at each name on the tree, and think about who each of these people are or were culturally. *You are the product of these combined cultural influences.*

You and your forebears



If you know the names of some of your forebears who go even further back, write in as many as you can in the very top of the tree.

See how many things you can list that you like about yourself that are a part of you because of your culture.

_____

_____

_____

_____

_____

_____

_____

_____

Do you have a friend who is a member of a different culture? yes ☐ no ☐

Copyright ©1977 Human Development Training Institute

What are some of the things you appreciate or enjoy about your friend's culture? (Maybe these are things that are a part of your friend's personality because of his or her culture.)

Here are some things to try:

Talk to your parents about the culture of your family. Ask them if there are any cultural practices they did with their families when they were your age that your family doesn't do now (or vice versa). Find out as much as you can about how and why things have changed culturally in your family if they have. If cultural traditions have been dropped, perhaps you can encourage your family to try them again.

Take a foreign language class, and while you're learning the language, find out as much as you can about the culture of the people who speak the language. You'll discover how language and culture are not separate things. They are a part of one another. As you learn the language and find out about the culture, your own personality will grow fuller. You will discover new yous.

Go to a festival in your community or nearby where you will have an opportunity to join a cultural group as they celebrate their traditions. Eat the food. Listen to the music. Try the dances. Enjoy yourself!

Copyright©1977 Human Development Training Institute